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ABSTRACT

School year 1980-81 completed the third year of operation for the Lohrville Career Education Model (LCEM) and the Toward Community Growth Project, a systematic attempt at exploring careers in Iowa and at inducing Iowa's youth to seek careers closer to home following high school graduation or completion of post-secondary education/training. The program included a seven-unit course syllabus to be taught in two 2-week sessions, with a 2-week career education work session between them. Each senior student was given a career education experience with someone whose work corresponded to the student's tested and self-identified occupational interests. Of the 30 statements/objectives targeted for positive, statistically significant growth following the 1980-81 LCEM classes in rural and occupational experiences, 24 were significant at one of three confidence levels; 23 of the 24 statistically significant statements/objectives displayed positive growth. During the project's three years, 49 of the 90 statements/objectives targeted for positive attitudinal growth were significantly positive at one of the three levels of statistical confidence; four displayed statistically significant negative growth. Comments from participating students, their photographs, and senior year work experiences are included. Appendices include the Toward Community Growth course syllabus, the LCEM Attitudinal Survey, and final examinations. (CM)

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TOWARD COMMUNITY GROWTH

A CAREER EDUCATION MODEL FOR IOWA AND OTHER PREDOMINANTLY RURAL STATES

by Roger A. Baskerville, Ph.D.

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- THIRD YEAR REPORT - III

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- THIRD YEAR REPORT -

III

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Arrowhead Area Education Agency
Learning Resource Center
Fort Dodge, Iowa 50501
- 1981 -

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INTRODUCTION TO THE THIRD YEAR REPORT

1980-81 completed the third year of operation for the Lohrville Career Education Model (LCEM) and the *Toward Community Growth* project. The Model was originally developed for rural Iowa students in rural Iowa high schools in order that they might experience career opportunities in their local areas. Iowa's recent demographic history had strongly indicated that young adults were leaving the rural areas once their kindergarten through twelfth grade (K-12) education had been completed. There was even evidence available which indicated that Iowa's population growth as a whole was lagging behind that of other middle-western states in the recently finished decade of the 70's. The LCEM, therefore, became a systematic attempt at exploring careers in Iowa, and at inducing Iowa's youth to seek careers closer to home following graduation from high school or the completion of additional post-secondary education/training. It was assumed that this would benefit not only the rural areas of this predominantly rural state, but the so-called 'urban' population centers as well.

The experimental program model included a seven-unit course syllabus to be taught in two 2-week sessions during the fall and spring semesters. Appendix A. Sandwiched in between each semester's 2-week class sessions was a 2-week career education work session experienced in the local K-12 school district or in contiguous districts. Senior students were placed with district resource personnel in accordance with the results obtained from the Kuder Occupational Interest Survey and the self-identified rank ordering of occupational interests as provided by individual students in the Lohrville experimental group. Appendix B. Both the Kuder OIS and the self-identified rank ordering of career work preferences, as provided by the Lohrville students, were analyzed for similarities in occupational interests. When similar or corresponding work interests were found in both the Kuder and the self-identified list, students were counseled as to the availability of the preferred work in the immediate area. Local resource personnel were then contacted and asked if they could provide a 2-week, daily career education experience for the student or students whose Kuder OIS results and self-identified list of preferred occupational interests corresponded to that of the Lohrville School District's resource individual(s). All Lohrville Senior Students in the *Toward Community Growth* experimental group were placed with resource personnel in either the local K-12 school district or contiguous districts. Each of the students was given a career education experience with a person or persons whose work corresponded to the students' tested and self-identified occupational interests. One major premise of the *Toward Community Growth* project was that students could be taught positive attitudes about living and working in rural areas. In 1978-79, 1979-80 and 1980-81 Lohrville senior students were required to take a class in 'rural' in conjunction with their local career education experiences.

In the fall of 1978 the LCEM Attitudinal Survey (Appendix C) was given to all Lohrville and all Calhoun County senior students. Lohrville students formed the experimental group and the remaining Calhoun County seniors in six K-12 institutions formed the control group. Thirty specified attitudes (Appendix A) included in seven instructional units were taught to the LCEM experimental group students. In 1978-79 16 of the 30 attitudinal objectives were statistically significant for the Lohrville experimental group (when compared with the six control groups) in that 'growth' or a positive attitudinal increase had occurred. Appendix D. In 1979-80 13 of the 30 attitudinal objectives (targeted solely for the Lohrville experimental group with no control group involvement) were statistically significant following the completion of the 'rural' classes and the locally based career education experiences. Following the 1980-81 LCEM experiences 24 of the 30 objectives achieved statistical significance. From 1978 through 1981 53 of the 90 attitudinal objectives (30 were targeted for each of the three academic years) were statistically significant at the .001, .01 or .05 levels of confidence. A breakdown of success or a lack of success in achieving statistical significance for 1978-79, 1979-80 and 1980-81 with senior student attitudinal growth was included in Table 1. It must also be noted that in 1978-79 statistical data from the pretests and posttests was treated with a chi-square (x^2) distribution in order to test the equality of two population proportions, as evidenced in the experimental group/control groups' comparisons cited previously. In 1979-80 and 1980-81 accumulated data was treated with a *T-test* since the statistical comparison involved the mean scores from only one pretest group (experimental) and only one posttest group (experimental). The cell comparison, which called for the utilization of a x^2 treatment between and among experimental and control groups in 1978-79, did not exist in 1979-80 and 1980-81. The pretest/posttest has utilized a five-point Likert Attitude Scale all three years. (It should also be noted that any questions concerning the procedures of the study/project should be referenced or directed to the initial study, *Toward Community Growth: A Career Education Model for Iowa and Other Predominantly Rural States,* the Learning Resource Center, Arrowhead Area Education Agency, Fort Dodge, Iowa.)

INTRODUCTION TO TABLE 1

Table 1 provides a three-year comparison (1978-79, 1979-80 and 1980-81) of 30 attitudinal objectives which were targeted for significant statistical growth following the classes in 'rural' and the local occupational experiences. Column one includes the attitudinal statement (objective) stated on the pretest and posttest; columns two, three and four represent, respectively, 1978-79, 1979-80 and 1980-81 and whether or not the objective was statistically significant or non-significant at one of three confidence levels; .001, .01 or .05. If the objective did have statistically significant growth, one of the three confidence levels has been indicated next to the statement/objective and placed under the appropriate year heading. If no statistical significance was found between the pretest and posttest results the appropriate Table 1 cell was left blank. (.001 indicates the highest level of statistical significance, or the greatest attitudinal growth in students; .01 the second highest significance, and .05 the third highest significance.)

TABLE 1

A THREE-YEAR STATISTICAL CONFIDENCE LEVEL
COMPARISON BETWEEN AND AMONG 1978-79, 1979-80 AND 1980-81
LOHRVILLE CAREER EDUCATION MODEL
ATTITUDINAL OBJECTIVES

Statement and/or Objective	1978-79 Confidence Level	1979-80 Confidence Level	1980-81 Confidence Level
1) A big city school (does not) provide its students with a much better education than a small rural school (provides).	(.05)	(.05)	(.05)
2) Education is not really important for a life-time job in my community.		.05	.01
3) The community in which you live and in which you attend school is rural.	.001	.001	.01
4) Rural people are discriminated against by people in big cities.	.001	.001	.001
5) Rural people are discriminated against by those who make the laws.	.001	.001	.001
6) Rural people are a minority.	.001	.001	.05
7) City people (do not) have more culture than rural people.		(.01)	(.001)
8) All rural communities are (not) basically the same.	(.01)		
9) All city communities are basically the same.	.01		
10) There is (not) more of a future in the city than in rural areas.			(.05)
11) You will (not) leave your community after you graduate from high school.	(.001)		
12) Your community offers opportunities for young people.	.05		.001
13) There is a future for you in your community.	.05		.01
14) The older people in your community, ages 50 on up, are concerned about building the community for future generations.			.05
15) Most older people (could) care (less) about the young people in your community.			.001
16) Your community has a personality all its own.	.05		.05

Statement and/or Objective	1978-79 Confidence Level	1979-80 Confidence Level	1980-81 Confidence Level
17) The community and the school must work together if both are to survive.			.01
18) Your school's administration and faculty are (not) sincerely interested in building and promoting your community.		(.01)	.05
19) It is important to know the power or organizational structure of a community if an individual wants to prosper in that community.	.001		.001
20) It is (not) important to work within the organized system of a community if one wants his community to grow.	.001	.05	(.05)
21) If a few individuals control the economy of a community they are, in reality, the real leaders of the community.			.01
22) If those who control the economy of a rural community refuse to invest money in the community to further build or support it, that community will more than likely die.			.01
23) The enthusiasm or attitude of a community's citizens determines whether the community will live or die.		.05	.01
24) The attitude of the citizens in my community is not very good.			
25) The attitude of a community is reflected in the overall attitude of the community's students.			.001
26) The attitude of our community's teachers is (not) important in building our community.		(.01)	
27) The attitude of our community's administrators is important in building our community.	.05		.05
28) The attitude you have toward the future, successful growth of your school and your community is basically negative.			
29) Your community has a unique history.	.01	.01	.001
30) It is important for you to study the history of your community.	.001	.05	.001

NOTE: Parentheses have been placed around words added to the initial statements/objectives included in the LCEM Attitudinal Survey in order that certain statements/objectives might be presented in the manner indicated on the post-test results or as targeted toward a final, positive rural attitude. Parentheses around alpha levels (.001, .01, .05) reflect the intention of the parenthesized word and/or words in the corresponding attitudinal statement.

PRESENTATION OF THE DATA FROM TABLE 1

The data presented in Table 1 was analyzed in accordance with the following methodology: 1) Statements/objectives which produced the same statistically significant confidence levels for all three years (1978-79, 1979-80 and 1980-81); 2) statements/objectives which produced the same statistically significant confidence levels in two of the three years, and a different level of statistical confidence in one of the three years; 3) statements/objectives which were statistically significant (with positive attitudinal growth) in 1980-81 only; 4) statements/objectives which resulted in statistically significant negative growth (1980-81); 5) statements/objectives which produced statistical significance in 1978-79 only; 6) statements/objectives which did not produce statistical significance in 1980-81; and 7) statements/objectives which have never produced statistically significant growth (positive or negative) in any of the three years the LCEM has been operational.

1) The 1980-81 classes in 'Rural' (Appendix A) and the 1980-81 locally-based occupational experiences (Appendix E) produced three statistically significant objectives with the same positive confidence levels as achieved in the prior years of 1978-79 and 1979-80:

a) "Rural people are discriminated against by people in big cities" (.001);
b) "Rural people are discriminated against by those who make the laws" (.001); and
c) "A big city school (does not) provide its students with a much better education than a small rural school (provides)" (.05).

2) Four statements/objectives have produced the same positive, statistically significant confidence levels in two of the three years, and a different level of positive statistical confidence in one of the three years:

a) "The community in which you live and in which you attend school is rural" (.001, .001, .01);
b) "Rural people are a minority" (.001, .001, .05);
c) "Your community has a unique history" (.01, .01, .001); and
d) "It is important for you to study the history of your community" (.001, .05, .001).

3) Seven statements/objectives produced positive, statistically significant confidence levels for the first time in 1980-81:

a) "Most older people care about the younger people in your community" (.001);
b) "The attitude of a community is reflected in the overall attitude of the community's students" (.001);
c) "The community and the school must work together if both are to survive" (.01);
d) "If a few individuals control the economy of a community they are, in reality, the real leaders of the community" (.01);
e) "If those who control the economy of a rural community refuse to invest money in the community to further build or support it, that community will more than likely die" (.01);
f) "There is (not) more of a future in the city than in rural areas" (.05); and
g) "The older people in your community, ages 50 on up, are concerned about building the community for future generations" (.05).

4) One statement/objective produced statistically significant negative growth in 1980-81:

a) "It is (not) important to work within the organized system of a community if one wants his community to grow" (.05).

5) Three statements/objectives produced statistically significant growth in 1978-79 only:

a) "You will (not) leave your community after you graduate from high school" (.001);
b) "All rural communities are (not) basically the same" (.01); and
c) "All city communities are basically the same" (.01).

6) Six statements/objectives did not produce statistical significance (positive or negative) in 1980-81:

a) "All rural communities are (not) basically the same;"
b) "All city communities are basically the same;"
c) "You will (not) leave your community after you graduate from high school;"
d) "The attitude of the citizens in my community is not very good;"
e) "The attitude of our community's teachers is important in building our community;" and
f) "The attitude you have toward the future, successful growth of your school and your community is basically negative."

7) Two statements/objectives have never produced statistically significant growth (positive or negative) in any of the three years the LCEM has been operational:

a) "The attitude of the citizens in my community is not very good;" and
b) "The attitude you have toward the future, successful growth of your school and your community is basically negative."

ANALYSIS OF THE DATA FROM TABLE 1

If achieving and/or producing a high percentage of statistically significant confidence levels on a predetermined number of teaching objectives is a sign of success, then the 1980-81 LCEM should be designated 'successful.' Of the 30 statements/objectives targeted for statistically significant growth (see Table 1) 24 achieved one of three statistical confidence levels; .001, .01 or .05. Only one statement/objective produced 'negative' growth. The 1980-81 results computationally translated into an 80 percent 'statistical significance' confidence level for targeted attitudinal objectives. In 1978-79 16 of the 30 targeted statements/objectives (53.3 percent) produced statistical significance, and in 1979-80 13 of the 30 targeted statements/objectives (43.3 percent) produced statistical significance. The three-year longitudinal LCEM program has produced a total of 49 positive, statistically significant objectives, and four statistically significant negative objectives; i.e., 54.4 percent positive statistical growth, 4.4 percent negative statistical growth and 41.4 percent of no statistically significant growth, positive or negative.

Two assumptions and/or observations have been presented as possible explanations for achieving a higher number of statistically significant statements/objectives in 1980-81 as compared to 1978-79 and 1979-80.

1) Today's student is an extremely money-oriented individual. Many have held part-time and full-time jobs after school and on weekends. A limited amount of success has already been achieved in the world of work, and the student of the 1980s therefore sees value in reimbursable, gainful employment. This overall attitude of positivism was undoubtedly carried into the Career Education classroom and was expressed in the final attitudinal results of the LCEM Attitudinal Survey, Appendix C. It must also be noted that the 1980-81 LCEM students were assumedly effected by the highly visible 'budget cuts' enacted by Congress and the Administration as well as by the Iowa Legislature. Since 'budget cutting' was unfolding during the school year (1980-81) and constantly reported in the news' mediums, attitudes toward 'home,' 'earning potential,' and the 'world-of-work' were undoubtedly affected.

2) During the first two years of operation the LCEM students were given two written examinations; one test following the fall occupational experience and classroom lessons and the second exam following the spring experiences/lessons. Previously the examinations were constructed from classroom lectures, discussions, filmstrips, films, overhead transparencies and so forth. Students were expected to answer their essay exams in accordance with facts, observations and opinions generated from their LCEM class experience. This same format was followed for the fall examination (Appendix H). The spring examination in 1981, however, differed substantially from the 'testing routine' followed in 1978-79, 1979-80 and for the first semester of 1980-81. During the final week of class in the spring semester of 1980-81 (following the second two-week LCEM occupational experience) students were requested to compose their own final essay examination. Appendix I. From the list of 30 statements/objectives targeted for positive, statistically significant growth, the seniors were to pick five objectives that they now felt strongly about in a positive manner. The five statements/objectives were then to be written on during the day preceding the posttest LCEM Attitudinal Survey, Appendix C. Students could use their textbooks, *Toward Community Growth,* the *Second Year Report (II)* of *Toward Community Growth,* or any class notes obtained through lectures, discussions and audio-visual materials utilized in the curriculum of "Lessons in Rural." Appendix A. It is this researcher's opinion that this produced a 'positive mind-set' in the LCEM students by having them think about and eventually write on, the five statements/objectives they now felt strongly about following their senior year LCEM occupational experiences and classes in 'Rural.'

INTRODUCTION TO TABLES 2 THROUGH 31

Tables 2 through 31 were constructed from data supplied by the LCEM Attitudinal Survey (Appendix C). An analysis of those tables which displayed statistical significance at one of three confidence levels (.001, .01, .05) was presented previously in the *Introduction to Table 1, Table 1, Presentation of the Data from Table 1* and an *Analysis of the Data from Table 1.*

PRESENTATION OF TABLES 2 THROUGH 31

TABLE 2

A BIG CITY SCHOOL PROVIDES ITS STUDENTS WITH A MUCH BETTER EDUCATION THAN A SMALL RURAL SCHOOL.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	13	8	4	1	0
POSTTEST	13	13	0	0	0

T = 2.453 SIGNIFICANT ALPHA OF .05

TABLE 3

EDUCATION IS NOT REALLY IMPORTANT FOR A LIFE-TIME JOB IN MY COMMUNITY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	8	14	2	2	0
POSTTEST	5	12	4	4	1

T = 2.941 SIGNIFICANT ALPHA OF .01

TABLE 4

THE COMMUNITY IN WHICH YOU LIVE AND IN WHICH YOU ATTEND SCHOOL IS RURAL.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	0	2	13	11
POSTTEST	0	0	0	10	16

T = 2.922 SIGNIFICANT ALPHA OF .01

TABLE 5

RURAL PEOPLE ARE DISCRIMINATED AGAINST BY THE PEOPLE IN BIG CITIES.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	9	4	11	2
POSTTEST	0	3	4	10	9

T = 3.903 SIGNIFICANT ALPHA OF .001

TABLE 6

RURAL PEOPLE ARE DISCRIMINATED AGAINST BY THOSE WHO MAKE THE LAW.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	1	8	12	2	3
POSTTEST	0	2	10	10	4

T = 4.325 SIGNIFICANT ALPHA OF .001

TABLE 7

RURAL PEOPLE ARE A MINORITY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	2	8	6	9	1
POSTTEST	3	5	3	11	4

T = 1.772 SIGNIFICANT ALPHA OF .05

TABLE 8

CITY PEOPLE HAVE MORE CULTURE THAN RURAL PEOPLE.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	6	19	1	0	0
POSTTEST	17	8	1	0	0

T = 4.576 SIGNIFICANT ALPHA OF .001

TABLE 9

ALL RURAL COMMUNITIES ARE BASICALLY THE SAME.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	5	13	3	5	0
POSTTEST	9	11	2	4	0

T = 1.485 NOT SIGNIFICANT

TABLE 10

ALL CITY COMMUNITIES ARE BASICALLY THE SAME.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	6	9	5	6	0
POSTTEST	5	7	6	6	2

T = 1.552 NOT SIGNIFICANT

TABLE 11

THERE IS MORE OF A FUTURE IN THE CITY THAN IN RURAL AREAS.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	6	5	7	7	1
POSTTEST	4	12	7	3	0

T = 2.118 SIGNIFICANT ALPHA OF .05

TABLE 12

YOU WILL LEAVE YOUR COMMUNITY AFTER YOU GRADUATE FROM HIGH SCHOOL.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	3	10	10	3
POSTTEST	1	3	9	8	5

T = 0.100 NOT SIGNIFICANT

TABLE 13

YOUR COMMUNITY OFFERS NO OPPORTUNITIES FOR YOUNG PEOPLE.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	2	10	6	5	3
POSTTEST	4	18	2	2	0

T = 5.774 SIGNIFICANT ALPHA OF .001

TABLE 14

THERE IS A FUTURE FOR YOU IN YOUR COMMUNITY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	3	8	6	8	1
POSTTEST	1	5	3	12	5

T = 3.492 SIGNIFICANT ALPHA OF .01

TABLE 15

THE OLDER PEOPLE IN YOUR COMMUNITY, AGES 50 0N UP, ARE CONCERNED ABOUT BUILDING THE COMMUNITY FOR FUTURE GENERATIONS.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	6	9	4	6	1
POSTTEST	3	7	6	8	2

T = 2.129 SIGNIFICANT ALPHA OF .05

TABLE 16

MOST OLDER PEOPLE COULD CARE LESS ABOUT THE YOUNGER PEOPLE IN YOUR COMMUNITY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	2	5	7	7	5
POSTTEST	4	9	8	5	0

T = 4.144 SIGNIFICANT ALPHA OF .001

TABLE 17

YOUR COMMUNITY HAS A PERSONALITY ALL ITS OWN.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	0	0	18	8
POSTTEST	0	0	0	14	12

T = 1.800 SIGNIFICANT ALPHA OF .05

TABLE 18

THE COMMUNITY AND THE SCHOOL MUST WORK TOGETHER IF BOTH ARE TO SURVIVE.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	0	2	14	10
POSTTEST	0	0	1	7	18

T = 3.305 SIGNIFICANT ALPHA OF .01

TABLE 19

YOUR SCHOOLS' ADMINISTRATION AND FACULTY ARE SINCERELY INTERESTED IN BUILDING AND PROMOTING YOUR COMMUNITY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	1	2	7	13	3
POSTTEST	0	1	5	16	4

T = 2.349 SIGNIFICANT ALPHA OF .05

TABLE 20

IT IS IMPORTANT TO KNOW THE POWER OR ORGANIZATIONAL STRUCTURE OF A COMMUNITY IF AN INDIVIDUAL WANTS TO PROSPER IN THAT COMMUNITY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	4	6	14	2
POSTTEST	0	0	5	18	3

T = 3.670 SIGNIFICANT ALPHA OF .001

TABLE 21

IT IS IMPORTANT TO WORK WITHIN THE ORGANIZED SYSTEM OF A COMMUNITY IF ONE WANTS HIS COMMUNITY TO GROW.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	0	3	20	3
POSTTEST	0	1	4	19	2

T = 1.733 SIGNIFICANT ALPHA OF .05

TABLE 22

IF A FEW INDIVIDUALS CONTROL THE ECONOMY OF A COMMUNITY THEY ARE, IN REALITY, THE REAL LEADERS OF THE COMMUNITY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	1	5	8	8	4
POSTTEST	0	2	5	14	4

T = 2.924 SIGNIFICANT ALPHA OF .01

TABLE 23

IF THOSE WHO CONTROL THE ECONOMY OF A RURAL COMMUNITY REFUSE TO INVEST MONEY IN THE COMMUNITY TO FURTHER BUILD OR SUPPORT IT, THAT COMMUNITY WILL MORE THAN LIKELY DIE.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	2	2	16	7
POSTTEST	0	0	2	12	12

T = 2.924 SIGNIFICANT ALPHA OF .01

TABLE 24

THE ENTHUSIASM OR ATTITUDE OF A COMMUNITY'S CITIZENS DETERMINES WHETHER THE COMMUNITY WILL LIVE OR DIE.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	0	3	18	5
POSTTEST	0	0	1	13	12

T = 3.313 SIGNIFICANT ALPHA OF .01

TABLE 25

THE ATTITUDE OF THE CITIZENS IN MY COMMUNITY IS NOT VERY GOOD.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	7	10	7	2
POSTTEST	1	5	12	7	1

T = 0.549 NOT SIGNIFICANT

TABLE 26

THE ATTITUDE OF A COMMUNITY IS REFLECTED IN THE OVERALL ATTITUDE OF THE COMMUNITY'S STUDENTS.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	5	7	12	2
POSTTEST	0	0	3	19	4

T = 6.164 SIGNIFICANT ALPHA OF .001

TABLE 27

THE ATTITUDE OF OUR COMMUNITY'S TEACHERS IS IMPORTANT IN BUILDING OUR COMMUNITY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	2	5	14	5
POSTTEST	0	2	4	13	7

T = 0.820 NOT SIGNIFICANT

TABLE 28

THE ATTITUDE OF OUR COMMUNITY'S ADMINISTRATORS IS IMPORTANT IN BUILDING OUR COMMUNITY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	2	0	19	5
POSTTEST	0	1	1	13	11

T = 2.044 SIGNIFICANT ALPHA OF .05

TABLE 29

THE ATTITUDE YOU HAVE TOWARD THE FUTURE, SUCCESSFUL GROWTH OF YOUR SCHOOL AND YOUR COMMUNITY IS BASICALLY NEGATIVE.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	5	14	4	3	0
POSTTEST	7	11	6	2	0

T = 0.547 NOT SIGNIFICANT

TABLE 30

YOUR COMMUNITY HAS A UNIQUE HISTORY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	2	12	7	5
POSTTEST	0	0	3	13	10

T = 5.499 SIGNIFICANT ALPHA OF .001

TABLE 31

IT IS IMPORTANT FOR YOU TO STUDY THE HISTORY OF YOUR COMMUNITY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	1	6	7	11	1
POSTTEST	0	1	5	15	5

T = 5.206 SIGNIFICANT ALPHA OF 001

INTRODUCTION TO TABLES 32 THROUGH 42

Of the 59 attitudinal statements/objectives presented in the LCEM Attitudinal Survey (Appendix C) 30 were targeted for significant statistical attitudinal growth following the LCEM occupational experiences and the classes in 'Rural'. (The 30 statements/objectives were presented and analyzed in Tables 2 through 31.) Twenty-nine of the 59 statements were *not* targeted for significant statistical attitudinal growth as specific objectives of the *Toward Community Growth* project. The questions were of a general educational and career education nature. The primary intention of these statements was as an introduction to the questions of specific attitudinal importance. As a part of the study's general research design it was considered important (unknown to the students taking the attitudinal survey) that not all statements/objectives were weighted with the same degree of attitudinal significance. Presented and arranged in this fashion it was hoped that the 30 statements/objectives of importance would not be as obvious to those who were providing 'attitudinal answers' on the LCEM Survey's pretest and posttest. This methodology, it was hoped, would provide a more honest and sincere degree of attitudinal integrity from the survey's senior respondents. For example, statements 1 through 16 were of a general educational nature. Statement 17 was a specific statement concerning an objective to be taught and learned in the LCEM's 'Rural' classes and in the local occupational experiences. Statements 18 through 26 were, once again, of a general education/career education nature. Statements 27 through 40 were specific statements relating to objectives to be taught and learned; 41 and 42 were of a general nature; statement 43 related to an objective of the study; 44 was of a general nature; statements 45 through 55 were specific statements concerning objectives to be taught and learned in the 'Rural' classes and in the occupational experiences; statement 56 was of a general nature; and statements 57, 58 and 59 were specific objectives of the study.

PRESENTATION OF TABLES 32 THROUGH 42

TABLE 32

CAREER EDUCATION BELONGS IN THE ELEMENTARY GRADES.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	11	13	1	1	0
POSTTEST	8	9	3	4	2

T = 4.720 SIGNIFICANT ALPHA OF .001

TABLE 33

A STUDENT GENERALLY REFLECTS THE ATTITUDE OF HER/HIS PARENTS.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	1	4	3	12	6
POSTTEST	0	0	5	15	6

T = 2.818 SIGNIFICANT ALPHA OF .01

TABLE 34

FORMAL EDUCATION IS A WORTHWHILE EXPERIENCE.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	1	4	17	4
POSTTEST	0	2	1	10	13

T = 3.005 SIGNIFICANT ALPHA OF .01

TABLE 35

PEOPLE CAN LEARN MORE FROM PRACTICAL EXPERIENCE THAN THEY CAN FROM A TEXTBOOK.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	2	0	6	10	8
POSTTEST	0	1	3	8	14

T = 3.174 SIGNIFICANT ALPHA OF .01

TABLE 36

CAREER EDUCATION IS ALL THE COURSES A STUDENT TAKES IN HIGH SCHOOL.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	1	15	7	3	0
POSTTEST	1	11	4	9	1

T = 3.256 SIGNIFICANT ALPHA OF .01

TABLE 37

CAREER EDUCATION BELONGS IN THE MIDDLE OR JUNIOR HIGH SCHOOL.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	6	11	4	5	0
POSTTEST	6	4	6	9	1

T = 2.577 SIGNIFICANT ALPHA OF .01

TABLE 38

EDUCATION, KINDERGARTEN THROUGH TWELFTH GRADE, SHOULD PREPARE STUDENTS TO BE HAPPY IN THEIR CHOSEN PROFESSIONS.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	1	1	12	12
POSTTEST	0	0	0	12	14

T = 2.067 SIGNIFICANT ALPHA OF .05

TABLE 39

ONCE AN INDIVIDUAL CHOOSES A JOB FOLLOWING HIS/HER FORMAL EDUCATION, THAT INDIVIDUAL SHOULD STICK WITH THE JOB HE/SHE CHOSE EVEN IF THEY ARE NOT REALLY HAPPY IN THEIR WORK.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	15	10	1	0	0
POSTTEST	15	9	0	0	2

T = 1.819 SIGNIFICANT ALPHA OF .05

TABLE 40

SCHOOLS SHOULD (NOT) OFFER HIGH SCHOOL STUDENTS MORE VOCATIONAL/TECHNICAL COURSES THAN ARE CURRENTLY BEING OFFERED.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	0	5	13	8
POSTTEST	0	3	6	10	7

T = 2.349 SIGNIFICANT ALPHA OF .05

TABLE 41

MATH, AS A SUBJECT, IS (NOT) IMPORTANT IF AN INDIVIDUAL WANTS TO HAVE A GOOD JOB SOMEDAY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	1	4	18	3
POSTTEST	1	3	3	16	3

T = 1.938 SIGNIFICANT ALPHA OF .05

TABLE 42

ENGLISH, AS A SUBJECT, IS (NOT) IMPORTANT IF AN INDIVIDUAL WANTS TO HAVE A GOOD JOB SOMEDAY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	2	3	10	9
POSTTEST	1	1	6	10	8

T = 1.845 SIGNIFICANT ALPHA OF .05

ANALYSIS OF THE DATA FROM TABLES 32 THROUGH 42

Eleven general education statements displayed statistical significance even though they were non-targeted *Toward Community Growth* objectives. Three of the eleven statements/objectives exhibited negative statistical growth, and eight produced positive statistical growth.

One statement was significant at the .001 level of confidence:

1) "Career Education belongs in the elementary grades."

Five statements were significant at .01:

1) "A student generally reflects the attitude of his/her parents."
2) "Formal education is a worthwhile experience."
3) "People can learn more from practical experience than they can from a textbook."
4) "Career Education is all the courses a student takes in high school."
5) "Career Education belongs in the middle or junior high school."

Two statements were positively significant at the .05 level:

1) "Education, kindergarten through twelfth grade, should prepare students to be happy in their chosen professions."
2) "Once an individual chooses a job following his/her formal education, that individual should stick with the job he/she chose even if they are not really happy in their work."

Three statements were negatively significant at .05:

1) "Schools should (not) offer high school students more vocational/technical courses than are currently being offered."
2) "Math, as a subject, is (not) important if an individual wants to have a good job someday."
3) "English, as a subject, is (not) important if an individual wants to have a good job someday."

One of the eight non-targeted, general education statements/objectives producing positive statistical significance in 1980-81 also achieved positive statistical significance in 1979-80:

1) "Career Education belongs in the elementary grades" (.01 and .001).

Two non-targeted objectives achieved negative statistical significance in 1979-80 and positive statistical significance in 1980-81:

1) "Career Education belongs in the middle or junior high school" (.001 and .01); and
2) "Once an individual chooses a job following his/her formal education, that individual should stick with the job he/she chose even if they are not really happy in their work" (.05 and .05).

One of the more interesting data aspects from the LCEM Attitudinal Survey results concerns the non-targeted (for statistical significance) statements/objectives. In 1979-80 non-targeted objectives produced positive significance and three non-targeted objectives achieved negative statistical significance. In 1980-81 eight objectives were positively significant, and three were negatively significant. The individual classroom instructor did not target 29 of the 59 statements/objectives for positive, statistically significant growth. These 29 objectives were not included in the course syllabus. Appendix A. The statistical growth of these objectives (or lack thereof) was not one of the LCEM's controlled and targeted variables. That is why the analytical interpretation of the survey's posttest results (concerning the statistical outcome of the aforementioned statements/objectives) is, at best, a guessing game. Based on the results of 1979-80's and 1980-81's non-targeted, statistically significant objectives, it is fairly safe to assume that both years' LCEM students are in 'statistically significant' agreement that "Career Education belongs in the elementary grades." It is also interesting to note that 1980-81's LCEM students felt that "Career Education belongs in the middle or junior high school" while the previous year's LCEM class "strongly disagreed" (significant confidence level of .001) that "Career Education belongs in the middle or junior high school." 1979-80's LCEM students also felt that "Once an individual chooses a job following his/her formal education, that individual should *not* stick with the job he/she chose if they are not really happy in their work." 1980-81's students significantly agreed the individual "should stick" with the job, even if they are not happy.

Ironically 1980-81's LCEM students felt that "formal education is a worthwhile experience" and that "Schools should *not* offer high school students more vocational/technical courses than are currently being offered" even though they significantly agreed that "People can learn more from practical experience than they can from a textbook." In 1979-80 the LCEM students indicated that "Social Studies, as a subject, is *not* important if a person wants to have a good job someday." In 1980-81 "Math" and "English" achieved the same negative attitudinal result.

INTRODUCTION TO TABLES 43 AND 44

One of the more important aspects of the *Toward Community Growth* study has been a "follow-up" of those students who have participated in the Lohrville Career Education Model LCEM). In order for the data to be accurately collected the 1978-79 and 1979-80 students and/or their families/friends/relatives were contacted for the necessary and vital information. From the solicited data Tables 43 and 44 were constructed in order that the following comparative information could be displayed: 1) A listing of 1978-79 and 1979-80 individual Career Education occupational experiences; 2) a comparison of current job status with the 1978-79/1979-80 LCEM occupational experience or with the current individual field of post-secondary study; 3) the current residence of the student (Lohrville, a contiguous district, or a non-contiguous district); 4) whether or not the individual student is now married; and 5) if married, are there children in the relatively new family.

TABLE 43

A COMPARISON OF 1978-79's INDIVIDUAL LCEM OCCUPATIONAL EXPERIENCES WITH THE INDIVIDUAL'S CURRENT JOB STATUS AND/OR INDIVIDUAL'S POST-SECONDARY FIELD OF STUDY, CURRENT RESIDENCE, AND MARRIAGE/FAMILY STATUS

1978-79 Individual LCEM Occupational Experiences	*Current Job Status or Post-Secondary Field of Study*	*Current Residence: Lohrville, Contiguous or non-Contiguous*	*Marriage Status/ Children*
1) Tax and Accounting/ Elementary Education	Elementary Educa.	Non-Contiguous*	Single
2) Veterinarian Assist-ance/Farm Op.	Pre-Veterinarian	Non-Contiguous	Single
3) Health Occupations	Nursing (R.N.)	Non-Contiguous*	Single
4) Elementary Education/ Clerical	Dept. Store Clerk	Non-Contiguous	Single
5) Plumbing/Heating	Farmer	Lohrville	Single
6) Bank Clerk/Legal Secretarial	Legal Secretary	Lohrville	Single
7) Banking/Legal Assistance	Pre-Law Student	Non-Contiguous*	Single
8) Farm Mechanic/ Industrial Arts	Carpenter	Lohrville	Single
9) General Secretarial/ Med. Sec'y	Secretary	Lohrville	Single
10) Art Education/ Photography	Self Employed Musician/Farmer	Lohrville	Single
11) Law Enforcement/ Elevator Management	Elevator and Chemical Management	Lohrville	Single
12) Primary Day-Care/ Interior Decorator	Housewife	Non-Contiguous	Married
13) Plumbing/Heating Carpentry	Farm Employee	Lohrville	Single
14) Music Education	Dept. of Transportation Employee and Musician	Lohrville	Single
15) Agribusiness/Farm Employee	Farmer	Lohrville	Single

1978-79 Individual LCEM Occupational Experiences	*Current Job Status or Post-Secondary Field of Study*	*Current Residence: Lohrville, Contiguous or Non-Contiguous*	*Marriage Status/ Children*
16) Veterinarian Assistance	Student - Agribusiness	Lohrville	Single
17) Carpentry/Auto Mechanic	Packing Plant Employee	Non-Contiguous	Single
18) General Secretarial	Secretarial School	Non-Contiguous*	Single
19) General Secretarial/ Bank Clerk	Completed Secretarial School - Housewife	Non-Contiguous	Married
20) Carpenter/Creamery Worker	Self-employed Carpenter	Lohrville	Single
21) Cosmetology/Photography	Secretarial Student (Commuter)	Lohrville	Single
22) Primary Day-Care/Florist	Housewife	Contiguous	Married/ Two Children
23) Fabric Worker (Seamstress)	Clerk (Housewife)	Contiguous	Married/ One Child
24) Math-Computer Science/ Radio-T.V. Technician	Computer Science Student	Non-Contiguous*	Single
25) Agribusiness/Clerical	Nursing Home Kitchen Employee	Contiguous	Single
26) Social Worker/Art Education	(Student) Fine Arts'	Non-Contiguous	Single
27) Radio-T.V. Technician/ Agribusiness	Farmer (Part-time Student)	Lohrville	Single

**The student has a post-secondary university/college/school address during the school year but resides at home during the summer months.*

A RE-ANALYSIS OF THE DATA IN TABLE 43

Twenty-seven Lohrville senior students participated in the 1978-79 LCEM occupational experiences. Seven of the 27 students were involved in the same occupational experience during both the fall and spring semesters; 20 of the students changed occupational experiences for the spring semester. Two of the seven students who had the same Career Education experience for both semesters are still involved as post-secondary students with the same field of study as experienced in their LCEM occupations. Four of the five remaining 'single LCEM occupation' students are currently pursuing non-LCEM related careers; the remaining student is pursuing his LCEM occupation on a part-time basis. Eleven of the 20 students who changed occupational experiences for the spring semester are currently involved in the same 'job' or 'field of study' as experienced in their senior year of high school; five pursued their fall LCEM experience and six pursued their spring LCEM experience. Nine of the eleven students currently involved in the same LCEM 'job' or 'field of study' have pursued and completed or are pursuing post-secondary training/education. Fourteen of the 27 1978-79 LCEM students (51.8 percent) are currently involved in pursuing, or have pursued and completed, either their fall or spring senior-year LCEM occupational experiences.

TABLE 44

A COMPARISON OF 1979-80's INDIVIDUAL LCEM OCCUPATIONAL EXPERIENCES WITH THE INDIVIDUAL'S CURRENT JOB STATUS AND/OR INDIVIDUAL'S POST-SECONDARY FIELD OF STUDY, CURRENT RESIDENCE, AND MARRIAGE/FAMILY STATUS

1979-80 Individual LCEM Occupational Experiences	*Current Job Status or Post-Secondary Field of Study*	*Current Residence: Lohrville, Contiguous or Non-Contiguous*	*Marriage Status / Children*
1) Agribusiness Management / Retail Management	Business Management Student	Non-Contiguous	Single
2) Farm Management / Law Enforcement	Unemployed	Lohrville	Single
3) Conservation Service / Agribusiness Management	Engineering Student	Non-Contiguous*	Single
4) Veterinarian Assistance	Carpenter	Lohrville	Single
5) Elementary Education / Pre-School Education	Elementary Education Student	Non-Contiguous	Single
6) Farm Management	Farm Management Student	Non-Contiguous*	Single
7) Banking/Travel Agent	Student - Travel Agent Training	Non-Contiguous*	Single
8) Farm Management/ Elevator Worker	Farm Employee	Lohrville	Single
9) Newspaper Journalism / Radio Journalism	Journalism Student	Non-Contiguous*	Single
10) Auto Body/Auto Mechanic	Student - Auto Mechanic School	Non-Contiguous*	Single
11) Secretarial / Pre-School Education	Housewife	Lohrville	Married / One Child
12) General and Pediatrics' Nursing	Nursing Student	Non-Contiguous*	Single
13) General Secretarial / Sec'y. - Court House	Secretarial Student - (commuter)	Lohrville	Single
14) Banking / Executive Secretarial	Secretarial Student	Non-Contiguous*	Single
15) Cabinet Making / Bowling Alley Mgr.	Factory Employee	Lohrville	Single
16) Plumbing & Heating	U.S. Marines	Non-Contiguous	Single
17) Elementary Education / General Secretarial	Elementary Education Student	Non-Contiguous*	Single
18) General and Obstetrics' Nursing	Nursing Student	Non-Contiguous*	Single
19) Art Education / Cosmetology	Business Student	Non-Contiguous*	Single
20) Draftsman	Architectural Student	Non-Contiguous*	Single

1979-80 Individual LCEM Occupational Experiences	*Current Job Status or Post-Secondary Field of Study*	*Current Residence: Lohrville, Contiguous or Non-Contiguous*	*Marriage Status / Children*
21) Airport Management / Livestock Management	U.S. Navy	Non-Contiguous	Married
22) Secretarial / Elementary Education	Elementary Education Student	Non-Contiguous*	Single
23) Radio-T.V. Repair / Radio Journalism	Farmer	Lohrville	Single
24) Elevator Management / Auto Mechanics	Factory Employee	Lohrville	Single
25) County Auditor's Office / Legal Advocacy	Unemployed	Lohrville	Single
26) Carpenter / Elevator Worker	Farmer	Lohrville	Single
27) Secretarial / Florist	Business Administration Student	Non-Contiguous*	Single
28) Plumbing-Heating / Agricultural Sales	Engineering Student	Non-Contiguous*	Single
29) Auto Mechanics / Farm Worker	Unemployed	Non-Contiguous	Single
30) Radio-T.V. Repair / Brick Mason	Construction Student	Non-Contiguous*	Single
31) Physical Education / Farm Machinery Repair	Farmer	Lohrville	Married
32) Veterinarian Assistance	Business Administration Student	Non-Contiguous*	Single
33) Engineering Draftsman	Engineering Student	Non-Contiguous*	Single
34) Plumbing-Heating / Service Station Mgr.	Construction	Lohrville	Single
35) Conservation Service / Physical Therapy	Pre-Physical Therapy Student	Non-Contiguous*	Single
36) Elementary Education / Pre-School Education	Secretarial Student	Non-Contiguous*	Single

ANALYSIS OF THE DATA FROM TABLE 44

Thirty-six Lohrville senior students participated in both semesters of the 1979-80 LCEM occupational experiences. Eight of the 36 students were involved in the same occupational experience during both the fall and spring semesters; 28 of the students changed occupational experiences for the spring semester. Five of the sight students who had the same Career Education experience for both semesters are currently involved as post-secondary students with the same field of study as experienced in their LCEM occupations. The three remaining 'single LCEM occupation' students are currently pursuing non-LCEM related careers. Twelve of the 28 students who changed occupational experiences for the spring semester are currently involved in the same 'job' or 'field of study' as experienced during one semester of their senior year of high school; five pursued their fall LCEM experience and seven pursued their spring LCEM experience. Ten of the twelve students currently invclved in the same LCEM 'job' or 'field of study' have pursued and completed or are pursuing post-secondary training/education. Twenty of the 36 1979-80 LCEM students (55.6 percent) are currently involved in pursuing, or have pursued and completed, either their fall or spring senior-year LCEM occupational experiences. Twelve of the 36 LCEM students are currently residing in Lohrville: One is a local construction worker; one is a student who commutes; one commutes to a job outside the Lohrville School District; one is a housewife; two are currently unemployed; two are employed by the local factory; and four are farming.

Three of the 36 LCEM students are married. Two reside in the Lohrville District with one child, and the third resides in a non-contiguous district.

ATTITUDINAL RESPONSES FROM STUDENTS AND RESOURCE PERSONNEL

Two important components of the *Toward Community Growth* rural career education study were the Student Occupational Experience Reports (LCEM/SR, Appendix F) and the Resource Person Supervision Reports (LCEM/RPR, Appendix G). The reports were filed with the School's career education coordinators following the first semester's local occupational experience. The LCEM/SRs and LCEM/RPRs asked for five 'yes/no' attitudinal responses from both the students and their respective supervisors concerning specific outcomes and results of the two-week occupational experiences. Both sets of questions (LCEM/SRs and LCEM/RPRs) contained similar, corresponding queries in order that direct comparisons might be made between the attitudes of resource personnel and the attitudes of LCEM students concerning their supervisory and occupational experiences. Results of the attitudes elicited from both groups were utilized in planning for the second semester's local occupational experiences. Strengths and weaknesses found in the attitudinal responses of both students and resource personnel on corresponding, comparable questions did serve as one basis for the placement of students in specific local occupations during the second semester. The same attitudinal comparisons also served as one important component in the overall determination of whether a certain occupation or resource/supervisory person would be retained for the next year. A negative response or responses were discussed with the respective student(s) and resource person/personnel on an individual basis. Student input as to whether or not they wanted to repeat their first semester's local career education experience during the second semester was given a definite weighted value in the overall determination of the students' second occupational placement. A positive and encouraging resource person report was also valued as an important determinant in the placement of the individual student for the second semester.

The following are bi-lateral comparisons of attitudinal percentages elicited from both students and resource personnel on the LCEM/SRs and LCEM/RPRs following both semesters' 1980-81 career education experiences:

STUDENTS - (LCEM/SR)

1) *I enjoyed my Career Education experiences.*
   Yes: 98.1%
   No: 1.9%
   No Response: 0.0%

2) *My employer was interested in me and took an interest in my work.*
   Yes: 98.1%
   No: 1.9%
   No Response: 0.0%

3) *Would you consider this experience as possible full-time employment following high school graduation, or if necessary for this occupation, following additional education/training?*
   Yes: 83.1%
   No: 15.1%
   No Response: 1.9%

4) *Did you miss any days of work?*
   Yes: 41.5%
   No: 56.6%
   No Response: 1.9%

5) *Would you care to repeat this experience again?*
   Yes: 83.0%
   No: 17.0%
   No Response: 0.0%

RESOURCE PERSONNEL - (LCEM/RPR)

1) *I enjoyed my role as a student supervisor/resource person.*
   Yes: 96.2%
   No: 3.8%
   No Response: 0.0%

2) *My student showed an interest in his/her work.*
   Yes: 96.2%
   No: 0.0%
   No Response: 3.8%

3) *Would you (could you) hire this individual on a full-time basis following high school graduation, or if necessary in your profession, additional education/training?*
   Yes: 73.1%
   No: 15.4%
   No Response: 11.5%

4) *Did the student miss any days of work?*
   Yes: 25.0%
   No: 73.1%
   No Response: 1.9%

5) *Would you like to participate in the Lohrville Career Education Program again?*
   Yes: 96.2%
   No: 0.0%
   No Response: 3.8%

ANALYSIS OF THE ATTITUDINAL RESPONSES FROM STUDENTS AND RESOURCE PERSONNEL

Fifty of the 52 resource personnel (96.2 percent) indicated on their LCEM/RPR forms (Appendix G) that they enjoyed the role of 'student supervisor' during the 1980-81 occupational experiences. One student indicated that the Career Education experience was not enjoyable, and one had no response. Two supervisors/resource individuals had no response to the LCEM/RPR question "My student showed an interest in his/her work," while 98.1 percent of the LCEM students indicated that their employer "was interested" in them and "took an interest" in their work.

Eighty-three percent of the students attitudinally indicated that they would consider their 1980-81 occupational experiences "as possible full-time employment following high school graduation, or, if necessary . . ., following additional education/training." Comparatively, approximately three out of every four resource individuals attitudinally stated that they would hire their LCEM students "on a full-time basis following high school graduation, or . . . additional education/training;" 15.4 percent indicated that they would not (or could not) hire their student while 11.5 percent did not respond to the question.

The greatest area of discrepancy on the LCEM/SRs (Appendix F) and the LCEM/RPRs involved the questions of student absenteeism from 'occupational experience' work days. Resource personnel indicated that 25 percent of the students had missed at least one-half day of work, while 41.5 percent of the students stated that they had missed at least one day of work. A count of absenteeism by resource personnel totaled 19 work days missed while the students, comparatively, counted 29.5 missed days. From a combined total of 530 LCEM occupational experience work days, resource personnel indicated that there was 3.6 percent absenteeism, and the students indicated a 5.6 percent absenteeism.

Eighty-three percent of the students indicated a positive desire "to repeat" their occupational experiences again, while 96.2 percent of the resource personnel wanted to continue their participation in the Lohrville Career Education Program. No one resource invididual expressed a desire *not* to participate in the program again, and 3.8 percent had no opinion.

Of the 30 statements/objectives targeted for positive, statistically significant growth following the 1980-81 LCEM 'Classes in Rural' and 'occupational experiences,' 24 were significant at one of three confidence levels; (.001, .01 or .05). Twenty-three of the 24 statistically significant statements/objectives displayed 'positive' growth; one displayed 'negative' growth. During the three years that the LCEM has been operational 49 of the 90 statements/objectives targeted for positive attitudinal growth (30 in 1978-79, 30 in 1979-80, and 30 in 1980-81) have been significantly positive at one of the three previously cited levels of statistical confidence; four of the 90 statements/objectives have displayed statistically significant negative growth.

Perhaps the best recommendations for the continuation of the LCEM program came from the students involved. Following the spring term's final examination students were asked to "Explain, in some detail, what your senior year Career Education experiences and rural studies' classes have meant to you." The following student narrative is provided as a positive summary for *Toward Community Growth: A Career Education Model for Iowa and Other Predominantly Rural States - Third Year Report.*

1) "I believe that Career Education is a worthwhile experience. I learned many new things throughout my Career Education experience. Other than new techniques and such, I learned that one must be punctual if he is to keep his job. He must be responsible too. Duties are expected to be carried out and completed on time. You should also have a good sense of humor. The hours sometimes get long and one must get 'crazy' to make it through the day. Career Education strengthened my desire to become an architect. Inwardly and outwardly, Career Education is an experience I will not soon forget."

2) "Using the talents, the initiative that I never knew I had, has enabled me to gain the confidence and self-respect that people need to get by. I was always rather withdrawn because I honestly believed that I couldn't possibly make it on my own abilities, but being on-the-job has opened up new opportunities for me. The Career Education experience is the most terrific thing that has happened to Lohrville, besides those who make it possible. Keep it up!"

3) "I feel that my Career Education experience was very rewarding. It gave me a chance to see what a junior high English teacher, which is what I want to pursue as a career, does in her every day work. My supervisor gave me a chance to teach also. She was very helpful in every way. I also enjoyed my second experience, even though I was unable to get directly involved. Before I worked at this job, I didn't even know what a Home Intervention teacher did, or that one even existed. It opened my eyes to another career choice. I also enjoyed hearing about what my classmates did. I think over-all, Career Education is a very important part of one's education. It was a rewarding and memorable experience for me."

4) "I had a great time in my Career Education experiences. The employers that I worked with were very interested in my work and they did everything possible to help me. I learned what it was like to be an engineer and what it was like being a teacher. I feel that I gained a lot from Career Education and that this is the kind of experience that every senior should have the opportunity to participate in."

5) "My Career Education experience has done a lot for me. It has helped me to see what it is going to be like after graduation when you have to get a job and work. My last Career Education experience showed me a lot about life on your own. What it's going to be like when you have nobody supporting you but yourself. That you have to stick with a job in order to live in this hard day and time. I'm not really excited about going out on my own but I know I will make it and that Career Education has helped me to see that."

6) "This experience (with Career Education) has been most rewarding for myself, both emotionally and educationally. This is a program that should be in every high school in rural states. Because of Career Education, along with other activities, I have set my goals higher than I ever would have a year ago."

7) "I feel Career Education has helped me a lot. I feel that it has cleared my mind a little on what I would like to do. I feel that an on-the-job training program teaches you a lot more than if you had to sit in class and learn it the hard way. I would really like to do this again, not just because you get out of school but also it is exciting and fun to learn from different people in different ways. I had a lot of fun and I feel that you should keep this program in your schedule."

8) "It has given me an opportunity to see what the working world was like. We looked forward to our senior year and when we knew that we got to go out and work for four weeks out of the year, it helped the year go by faster. I liked both of my jobs, but the last one was the one I enjoyed most."

9) "I really enjoyed my four weeks of Career Education. It has helped me see the inside of the kind of job I was interested in getting after college. It taught me a lot about myself, too. I think it's a very good thing to have for students."

10) "My Career Education experiences were very beneficial to me. I learned more those two weeks than I ever could have learned in class at school. My employers are also good references for the future."

11) "My Career Education this year has helped to let me grow as a person. It has gotten me acquainted with many different and enjoyable people. I hope this program continues because it has meant so much to me. It gave me experience I never could have gotten anywhere else. Thank you for giving me this enjoyable opportunity."

12) "It helped me to start thinking about what I am going to do. I had to choose occupations right then. I didn't realize how much distance you live from a job really does matter. When I got off work I had to drive an hour or so and it got kind of tiring. The main thing, though, was that it got me thinking about what I would have to do on a job."

13) "Career Education helped me understand my community and more of the people around the community. I know a small business can succeed in a small town and thrive and help the community. If I would open a business I would have one in a small town where I know the people better. It also helped me have more respect for the community and myself. It helped me learn to do different things. I did things that I thought I would never get to do in my life."

14) "It showed me what it was like out in the business world. It mainly broke up the monotony of school; not meaning that's all Career Education was good for. It helped me to understand that you have to work or you'll be miserable doing nothing. I enjoyed it for the chances it gave me to find out the advantages and disadvantages of being on your own."

15) "It has meant a lot to me because I have learned different things. It helped me to pick out a career after I graduate from school. It has also told me what I didn't like, and that I possibly could if I worked at it."

16) "My Career Education experiences taught me that I would like to pursue additional education in the field I worked in. I would like to have a life-time job in this field."

17) "I enjoyed it. I found that I don't have much patience with small children, and yet I wished I were the teacher. It meant a lot to me because I found things out about myself. Better that I know this about myself before it is too late. I think it would be great for other students as seniors in other schools to have the chances that we did in Career Education."

18) "The first experience was boring and I did not learn any thing. the second one was fun and I learned a lot. I learned how to perform a cesarean operation. I learned how to put animals to sleep; and how to clean a cow following the birth of a calf. I had a lot of fun."

19) "The job experience helped me understand what it is going to be like in the world. Nothing is going to be easy in what ever you do. Career Education showed me a few things that I might want to do."

20) "It gave me a chance to see what other people do and how they do it. I liked working at the gas station better than working for the electrician. I knew a little more about mechanics when I started work at the station, and they taught me more about cars."

21) "It showed me some of the occupations that I know I don't want to do as well as what I do want to do. I looked forward to the two weeks of going out on the job each time they were coming up. For both getting out of school for two weeks and learning something about an occupation. I'm glad that we had the chance to participate in this program. It's something that all the classes coming up will surely look forward to."

22) "I got a chance to meet lots of the people in our community. I learned lots of new things. During the school year I had a part-time job and now I have a permanent job. If I wouldn't of worked there, I would not have learned how to do these things or been involved with the bank. They probably would have had to hire someone experienced and at a higher salary. I enjoyed my experience very much and look forward to my new job."

23) "My Career Education experiences have been great this year! Without them the year would have been boring. It has also given me the chance to see what those people do as they work and has helped me decide what I'd like to do when I go on to college. It has been a *great* experience for me and I hope you continue this Career Education experience in the future for I feel the future seniors will benefit from it like I have benefitted from it this year. Thanks!"

24) "I really enjoyed it. It gave me a chance to find out what I wanted to do. With the radio broadcasting I found the work too rushing for me. In retail I found out how it would feel to be boss and I liked that. I thank you much for the opportunity to find out what I really wanted."

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LOHRVILLE SENIORS WORKING "TOWARD COMMUNITY GROWTH"

Lisa Archer worked as a high school English instructor at Lohrville under the supervision of Molly Flores Clark, and as a receptionist for Dr. Joseph Smith (also of Lohrville). Her future plans include majoring in English and foreign languages at Simpson College. She also wants to take some business courses.

During the first semester *Jackie Cline* worked as an Art instructor at the Lohrville Community Schools under the tutelage of Mark R. Mahoney. Second semester emphasis was on private art craftsmanship under the tutoring of Lohrville resident Eileen Blaskovich. Jackie plans on attending Drake University and majoring in Art and Drama.

Kris Collis worked as a legal secretary in Glidden for the Snook Law Firm. She was supervised by former Lohrville LCEM student Cindy Hasty (1978-79). During the second semester Kris was a secretary for the Air Electric Company of Lohrville and was supervised by Jerry Hendricks. She plans on attending Iowa Central Community College and enrolling in the College Parallel Program with secretarial emphasis.

Karen Coon worked with fabrics in Rockwell City's Interior Shop the first semester (supervised by Margaret Ellis) and as an employee of Calhoun County's Clerk of Courts (Shirley Redenius) the second semester. Her plans include enrolling at Bernell's College of Hairstyling in Fort Dodge.

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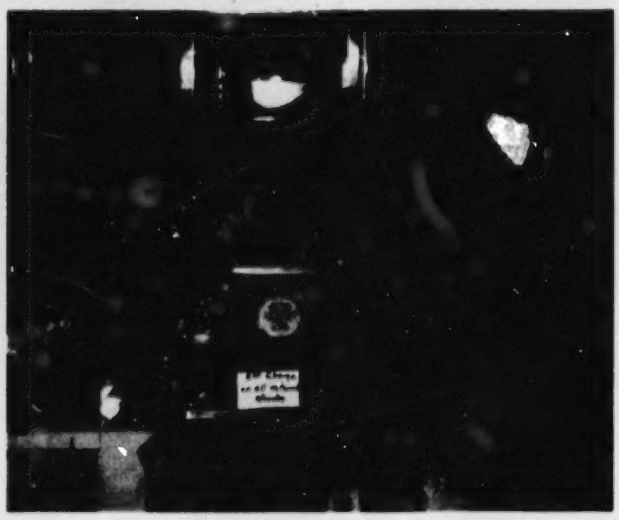
Randy Dischler served as an electrical apprentice with Don Gemberling of Lake City, and as a service station attendant at the Rockwell City West "66." He plans on attending Iowa Lakes Community College to study Auto Mechanics.

Mark Frohling worked as a veterinarian with the Mally, Boettcher and Armbrecht (D.V.M.s) Clinic of Lake City during the first semester, and as a Rands' elevator employee under the supervision of Lynn Ramthun the second semester. Mark plans on getting a job or attending Iowa Central Community College.



LeeAnn Garrett worked as a florist with Blair's Flowers (Lake City) and as an employee of the Carroll Manor Nursing Home. She plans on attending Iowa Central Community College and studying horticulture.

Renee Harmeyer worked as an elementary teacher with Jean Devine in the Lake City Community Schools and as an educator in Mary Gutshall's Small World Pre-school of Lohrville. Renee plans on majoring in Elementary Education at Buena Vista College.

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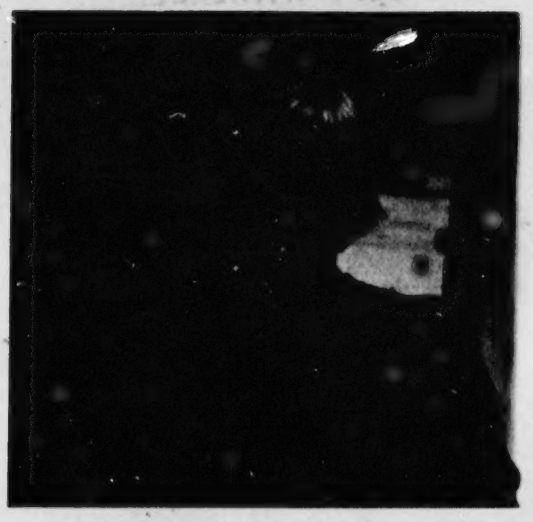
Joe Headley worked with auto mechanics and body repair at J & K's of Lake City and Berger's Auto Sales of Lohrville. Dave Nepple and Allen Berger supervised. Joe will attend Iowa Lakes' Community College and study Auto Mechanics.



Jay Hendricks worked with photography both semesters: As a commercial photographer for Connie's (Ramthun) Studio of Rockwell City, and as a 'self-employed' photographer for the Lohrville Community Schools. (Jay took the pictures for the *Third Year Report - III.*) He plans on attending Iowa Wesleyan College and studying Forestry or commercial art.

During the first semester *Gary Hildreth* worked in the ASCS Office in Rockwell City under the direction of Robert Sexton. The second semester's experience was supervised by Lyle Gulbranson of the Lohrville Lumber Company. Gary plans on farming and attending Iowa State University.

Joe Hood worked in the Lohrville Community Schools' Vocational Agricultural Department with Dwight Dial (Instructor) and with Drs. Mally, Boettcher and Armbrecht of the Lake City Veterinary Clinic. He plans on attending Northwestern Missouri State University.

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Carmen Jacobsen worked both semesters in the Calhoun County Auditor's Office with JoAnn Davis. She plans on attending Iowa Central Community College to study Data Processing.

Blake Johnson served as a student engineer with Associated Engineers of Fort Dodge during the first semester (Doris Fletchall); the second semester's LCEM experience was as a Math instructor at the Lytton Community Schools (Dan Nurse, resource person). Blake plans on attending Buena Vista College or Morningside College to study Computer Science.

Scott Kelly worked both semesters as an auto mechanic at Macke Motors of Lake City. He has enlisted in the United States' Army.

During the first semester *Kathy Knapp* worked as a junior high English instructor at the Cedar Valley Community Schools. She served as an Education Home Intervention apprentice with Chris Johnson the second semester. Kathy will attend the University of Northern Iowa and major in English Education.

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Scott Kopecky worked both semesters (as a draftsman) at Mer Engineering of Twin Lakes under the supervision of Eldon Rossow. He will enroll at Iowa State University to study architecture.

Bill McCarty worked with the Calhoun County Social Services' Office (under the tutelage of Ron Walrod) the first semester. During the second semester he served in the Sac County Probationary Office with Greg Ellerbroek. Bill plans to major in Psychology.

Melanie Miller worked as a secretary/accountant with the Lohrville Elevator (Lynn Ramthun) the first semester, and with Ken Reist, Editor of the Lake City *Graphic,* as a newspaper office machines' operator the second semester. She plans to further her secretarial training while "on-the-job," or enroll at Iowa Central Community College.

Phillip Monahan worked as a farm employee with Bob Minnehan (Lohrville) and as a farm equipment mechanic with John Richardson of Lake City. He plans on farming.

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Pattie Morlan worked as a radio journalist with KTLO of Twin Lakes, and in retail sales with Janice Kretlow of Rockwell City. She will attend Ellsworth Community College and study retail marketing management.

During the fall semester *Carl Nelsen* worked with farm chemical operations under the supervision of Vern Hammit (Simplot). The second semester's LCEM experience was as a farm employee with Ralph Earwood of Lohrville. Carl plans on farming following his graduation.

Brian Phillips worked with Randall Hinkel and Rick Ryan of the Lohrville Community Schools as a Physical Education Instructor, and with Leonard Morlan of the Lohrville Locker as a meat cutter/ butcher workman. Brian will be employed by the West Des Moines Grain Company.

Jay Pudenz worked with Jim Judas of the Calhoun County Conservation Office, and for Joe Miller of Lohrville as a farm employee. His future plans include farming.

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Donna Riedesel worked both semesters as an employee of the Lohrville Savings Bank under the direction of Lon Kobernusz. She has been employed by the Lohrville Bank following graduation.

During the first semester *Kelli Tasler* studied Computer Science under the supervision of Martin Nass, Iowa Central Community College. She worked with Law Accounting in the Offices of attorney Tom Polking during the second semester. Kelli will study accounting at the University of Northern Iowa.

APPENDIX A
Toward Community Growth: Course Syllabus

TOWARD COMMUNITY GROWTH — A RURAL CAREER EDUCATION MODEL
(September 18, 1978 - April 24, 1981)

A general outline and classroom syllabus designating the following: 1) *Units* to be taught; 2) *teaching objectives* to be reached and the teaching objectives *corresponding attitudinal survey question number(s);* and, 3) *instructional methods* utilized for reaching the teaching objective(s) and the synonomous, corresponding attitudinal survey question number(s).

1. Unit 1: "Specific Local Emphasis"
   2. Teaching objective(s); corresponding attitudinal survey question number(s):
      a. Lohrville history; (question #58)
      b. The importance of studying Lohrville history; (question #59)
   3. Instructional methods
      a. Sound filmstrip, "Town Builders"
      b. Mimeographed handout summarizing Vivian Padget Cole's book on Lohrville, *Happiness Was My Universe*
      c. Lecture and in-class discussion

1. Unit 2: "Rural Living and Rural Life Styles: A Psychological Approach"
   2. Teaching objective(s); corresponding attitudinal survey question number(s):
      a. The importance of educating for a lifetime job in Lohrville; (question #17)
      b. The difference between rural communities; (question #33)
      c. Seeking a future career in the local community; (questions #36,37,38)
   3. Instructional methods
      a. Career exploration transparencies - 12
      b. Sound filmstrip, "From Many Roots"
      c. Sound filmstrip, "Listen to the Land"
      d. Lecture and in-class discussion

1. Unit 3: "Rural Economy and Rural Finance"
   2. Teaching objective(s); corresponding attitudinal survey question number(s):
      a. The power and organizational structure of the local community; (questions #47, 48, 49, 50)
   3. Instructional methods
      a. Basic economics transparencies - 12
      b. Lecture and in-class discussion

1. Unit 4: "'Rural:' A Gestalt Approach"
   2. Teaching objective(s); corresponding attitudinal survey question number(s):
      a. A knowledge of the nomothetic and idiographic dimensions which produce a productive and liveable 'climate;' (question #28)
      b. 'Rural' as a 'minority' way of life; (question #31)
      c. The personality of the local community; (question #43)
      d. The necessity of school and community working together; (question #45)
   3. Instructional methods
      a. Lecture and in-class discussion
         1. Comparisons of communities in the local area
      b. In-class discussion of student occupational experiences

1. Unit 5: "Individual Attitudes and Personalities in a Rural Community"
   2. Teaching objective(s); corresponding attitudinal survey question number(s):
      a. The importance of 'positive' schoolhouse, community, and student body attitudes in the building of a community; (questions #46, 51, 52, 53, 54, 55, 57)
   3. Instructional methods
      a. Sound filmstrip, "Everyday Heroes"
      b. Living in a community transparencies - 11
      c. Lecture and in-class discussion

1. Unit 6: "Careers: City vs. Rural"
   2. Teaching objective(s); corresponding attitudinal survey question number(s):
      a. An equal or better education is provided by a 'rural' school: (question #27)
      b. A definition of rural; (question #28)
      c. Discrimination, past and present, of the rural minority; (questions #29, 30)
      d. Rural culture; (question #32)
      e. The synonomous cities; (questions #34, 35)
   3. Instructional methods
      a. The cities transparencies - 12
      b. Sound filmstrip, "The Urban Frontier"
      c. Lecture and in-class discussion

1. Unit 7: "The Generation Gap"
   2. Teaching objective(s); corresponding attitudinal survey question number(s):
      a. The role of the senior citizen in the growth of a rural community; (questions #39, 40)

APPENDIX B

KUDER OCCUPATIONAL INTEREST SURVEY, SELF-IDENTIFIED INTERESTS AND COLLEGE MAJOR NORMS

NAME_____ DATE_____

	Kuder DD-OIS	*Score*	*Self-Identified*	*Score*	*College Major*	*Score*
1)						
2)						
3)						
4)						
5)						
6)						
7)						
8)						
9)						
10)						
11)						
12)						
13)						
14)						
15)						

APPENDIX C
LCEM Attitudinal Survey

DATE _____
SEX: M F
AGE _____

CONTROL GROUP: A B C D E F
EXPERIMENTAL GROUP: A
YEAR IN SCHOOL: 9 10 11 12

DIRECTIONS: There are fifty-nine statements in this attitudinal survey. Please provide a response for each statement by circling the number which represents your attitude toward the statement. One of the five numbers must be circled for each attitudinal response. You may *Strongly Disagree* with a statement; you may *Disagree;* you may be *Undecided;* you may *Agree* with the statement; or you may *Strongly Agree.* Please circle the number representing your attitude: i.e., 1 - Strongly Disagree; 2 - Disagree; 3 -Undecided; 4 - Agree; and 5 - Strongly Agree. Please take your time and consider each statement carefully before you circle the number which represents your attitude toward the statement. Be honest with your responses. This survey will remain individually anonymous. Only your school's control group letter will be recorded.

Strongly Disagree: 1
Disagree: 2
Undecided: 3
Agree: 4
Strongly Agree: 5

1) Formal Education is a worthwhile experience.
1 2 3 4 5

2) Informal education is a worthwhile experience.
1 2 3 4 5

3) All high school students should receive an education which would prepare them for a four-year college and ultimately a Baccalaureate, (B.A./B.S.), degree.
1 2 3 4 5

4) Some high school students should receive an education which would prepare them for a four-year college and ultimately a B.A./B.S. degree.
1 2 3 4 5

5) High school students should not receive an education which would prepare them for a four-year college and ultimately a B.A./B.S. degree.
1 2 3 4 5

6) Schools should offer high school students more vocational/technical courses than are currently being offered.
1 2 3 4 5

7) All education is a worthwhile experience.
1 2 3 4 5

8) Education, kindergarten through twelfth grade, should teach students how to make money.
1 2 3 4 5

9) Education, kindergarten through twelfth grade, should prepare students to be happy in their chosen professions.
1 2 3 4 5

10) Once an individual chooses a job following his/her formal education, that individual should stick with the job he/she chose even if they are not really happy in their work.
1 2 3 4 5

11) Happiness in a job means that you're making a lot of money.
1 2 3 4 5

12) People can learn more from practical experience than they can from a textbook.
1 2 3 4 5

13) Schools should not use textbooks to teach students.
1 2 3 4 5

14) All high school subjects are important.
1 2 3 4 5

15) All high school subjects are important if you want to get a job, make money, and be happy.
1 2 3 4 5

16) English, as a subject, is important if an individual wants to have a good job someday.
1 2 3 4 5

17) Education is not really important for a life-time job in my community.
1 2 3 4 5

18) Math, as a subject, is important if an individual wants to have a good job someday.
1 2 3 4 5

19) Career Education is another way of saying, "preparing for a life-time job."
1 2 3 4 5

20) Career Education is really vocational training.
1 2 3 4 5

21) Foreign language, as a subject, is important if a person wants to have a good job someday.
1 2 3 4 5

22) Social Studies, as a subject, is important if a person wants to have a good job someday.
1 2 3 4 5

23) Career Education is all the courses a student takes in high school.
1 2 3 4 5

24) Career Education belongs in the elementary grades.
1 2 3 4 5

25) Career Education belongs in the middle or junior high school.
1 2 3 4 5

26) Career Education belongs in the high school.
1 2 3 4 5

27) A big city school provides its students with a much better education than a small rural school.
1 2 3 4 5

28) The community in which you live and in which you attend school is rural.
1 2 3 4 5

29) Rural people are discriminated against by people in big cities.
1 2 3 4 5

30) Rural people are discriminated against by those who make the laws.
1 2 3 4 5

31) Rural people are a minority.
1 2 3 4 5

32) City people have more culture than rural people.
1 2 3 4 5

33) All rural communities are basically the same.
1 2 3 4 5

34) All city communities are basically the same.
1 2 3 4 5

35) There is more of a future in the city than in rural areas.
1 2 3 4 5

36) You will leave your community after you graduate from high school.
1 2 3 4 5

37) Your community offers no opportunities for young people.
1 2 3 4 5

38) There is a future for you in your community.
1 2 3 4 5

39) The older people in your community, ages 50 on up, are concerned about building the community for future generations.
1 2 3 4 5

40) Most older people could care less about the younger people in your community.
1 2 3 4 5

41) It is more important to be happy in one's work than to make lots of money.
1 2 3 4 5

42) Juniors/seniors in high school are mature enough to make decisions concerning their life work.
1 2 3 4 5

43) Your community has a personality all its own.
1 2 3 4 5

44) More course offerings mean a better education.
1 2 3 4 5

45) The community and the school must work together if both are to survive.
1 2 3 4 5

46) Your schools' administration and faculty are sincerely interested in building and promoting your community.
1 2 3 4 5

47) It is important to know the power or organizational structure of a community if an individual wants to prosper in that community.
1 2 3 4 5

48) It is important to work within the organized system of a community if one wants his community to grow.
1 2 3 4 5

49) If a few individuals control the economy of a community they are, in reality, the real leaders of the community.
1 2 3 4 5

50) If those who control the economy of a rural community refuse to invest money in the community to further build or support it, that community will more than likely die.
1 2 3 4 5

51) The enthusiasm or attitude of a community's citizens determines whether the community will live or die.
1 2 3 4 5

52) The attitude of the citizens in my community is not very good.
1 2 3 4 5

53) The attitude of a community is reflected in the overall attitude of the community's students.
1 2 3 4 5

54) The attitude of our community's teachers is important in building our community.
1 2 3 4 5

55) The attitude of our community's administrators is important in building our community.
1 2 3 4 5

56) A student generally reflects the attitude of her/his parents.
1 2 3 4 5

57) The attitude you have toward the future, successful growth of your school and your community is basically negative.
1 2 3 4 5

58) Your community has a unique history.
1 2 3 4 5

59) It is important for you to study the history of your community.
1 2 3 4 5

APPENDIX D
1978 - 79 CONCLUSIONS AND RECOMMENDATIONS

Objective 1 of the study's Program Evaluation and Review Techniques (PERT), "to assist students in acquiring a general knowledge of local history, and the realization of 'rural' philosophies which serve as the basis for 'localized' social/economic conditions," was successfully accomplished. The "criteria for success" was determined by a passing mark on objective examinations distributed in the fall and the spring by the instructor of "Lessons in Rural."

Objective 2 of the study's PERT, "to have students develop and acquire an awareness of local career opportunities," was successfully accomplished. The "criteria for success" was completion of two local occupational experiences, fall/spring, and positive resource personnel reports which included a passing grade for the individual student.

Objective 3 of the study's PERT, "to assess student attitudes toward local career occupations, the local community and education in general," was successfully accomplished with 16 of the 30 objectives/attitudes which were specifically taught in the seven units entitled "Lessons in Rural." The "criteria for success" was a statistically significant increase in posttest attitudes by experimental group respondents. This increase was noted at various levels of confidence for the following objectives:

At the .001 level of confidence —

1) The community in which you live and in which you attend school is rural.
2) Rural people are discriminated against by people in big cities.
3) Rural people are discriminated against by those who make the laws.
4) Rural people are a minority.
5) You will *not* leave your community after you graduate from high school. ("Not" was added to express the statement positively). Statistical treatment of the responses were 'recoded' so that 1 = 5, 2 = 4, 4 = 2, 5 = 1, and 3 remained "undecided."
6) It is important to know the power or organizational structure of a community if an individual wants to prosper in that community.
7) It is important to work within the organized system of a community if one wants his community to grow.
8) It is important for you to study the history of your community.

At the .01 level of confidence —

1) All rural communities are *not* basically the same. ("Not" was added to express the statement positively). Statistical treatment of the responses were 'recoded' so that 1 = 5, 2 = 4, 4 = 2, 5 = 1, and 3 remained "undecided".
2) All city communities are basically the same.
3) Your community has a unique history.

At the .05 level of confidence —

1) A big city *does not* provide its students with a much better education than a small rural school. ("Does not" was added to express the statement positively). Statistical treatment of the responses were 'recoded' so that 1 = 5, 2 = 4, 4 = 2, 5 = 1, and 3 remained "undecided."
2) Your community offers opportunities for young people. ("No" was eliminated from the statement in order that it might be expressed positively). Statistical treatment of the responses were 'recoded' so that 1 = 5, 2 = 4, 4 = 2, 5 = 1, and 3 remained "undecided."
3) There is a future for you in your community.
4) Your community has a personality all its own.
5) The attitude of our community's administrators is important in building our community.

Objective 4 of the study's PERT, "to assess attitudes of control group students, located within similar-sized districts, toward local career occupations and their own local communities," was successfully accomplished. "Criteria for success" was no statistical significance between fall attitudes and spring attitudes of the control groups. Although the control groups' attitudes increased significantly on four posttest statements and the experimental group's did not,

1) Rural people are discriminated against by people in big cities —
2) You (will not) leave your community after you graduate from high school —
3) It is important to know the power or organizational structure of a community if an individual wants to prosper in that community - and,
4) It is important to work within the organized system of a community if one wants his community to grow —

when the experimental group's posttests were directly compared with the control groups' posttests the experimental group displayed a statistically significant attitudinal increase. As previously cited and explained, this was largely due to a 'ceiling effect' whereby experimental respondents expressed a high degree of 'agreement' and 'strong agreement' on the pretest and therefore had very little opportunity for expressing a higher, positive attitude on their posttest.

It is safe to conclude that senior students can successfully be taught a general knowledge of local history, and the realization of 'rural' philosophies which serve as the basis for 'localized' social/

economic conditions; they can successfully develop an awareness of local career opportunities; and they can successfully and significantly increase their attitudes toward local career occupations, the local community, and education in general.

Recommendations

It is strongly recommended that the *Toward Community Growth* study be continued longitudinally. Senior students, experimental and control, should be attitudinally tested on an annual basis for a period of four to five years following their final year of secondary school. This would provide the program a greater period of time to succeed with its intention of community growth and increased positive attitudes toward 'rural.'

It is strongly recommended that the actual work experience of the students be increased from two weeks each semester to three or four weeks. This would allow students a greater degree of actual work-related experiences on an expanded, day-to-day routine and basis. It is also recommended that junior students be introduced to the "Lessons in Rural" units, and be permitted one week of work experience each semester.

It is strongly recommended that the allowed teaching time for "Lessons in Rural" be increased from two weeks a semester to three or four weeks a semester. This would hopefully increase experimental group attitudes in the following areas which failed to display statistical significance on the study's posttest:

1) Education is really important for a life-time job in my community. ("Not" was eliminated from the statement in order that it might be expressed positively.)
2) City people (do not) have more culture than rural people. ("Do not" has been added in order to express the intent of the objective.)
3) There is (not) more of a future in the city than in rural areas. ("Not" has been added in order to express the intent of the objective.)
4) The older people in your community, ages 50 on up, are concerned about building the community for future generations.
5) Most older people could care less about the younger people in your community.
6) The community and the school must work together if both are to survive.
7) Your schools' administration and faculty are sincerely interested in building and promoting your community.
8) If a few individuals control the economy of a community they are, in reality, the real leaders of the community.
9) If those who control the economy of a rural community refuse to invest money in the community to further build or support it, that community will more than likely die.
10) The enthusiasm or attitude of a community's citizens determines whether the community will live or die.
11) The attitude of the citizens in my community is very good. ("Not" was eliminated from the statement in order that it might be expressed positively.)
12) The attitude of a community is reflected in the overall attitude of the community's students.
13) The attitude of our community's teachers is important in building our community.
14) The attitude you have toward the future, successful growth of your school and your community is *not* basically negative. ("Not" has been added in order to express the intent of the objective.)

APPENDIX E

Fall, 1980-81, LCEM-CE Experiences; October 6 - October 17

1) Lisa Archer - High School English Education - Molly Flores Clark

2) Jackie Cline - Art Education - Mark R. Mahoney

3) Kris Collis - Legal Secretary - Vicki Snook (659-3821)

4) Karen Coon - Interior Decorating - Interior Shop - Margaret Ellis (297-7413)

5) Randy Dischler - Electricity - Don Gemberling (464-7256)

6) Mark Frohling - Veterinarian Assistance - Dr. Mally (464-7621)

7) Lee Ann Garrett - Floral Arranging - Joan Blair (464-3411)

8) Renee Harmeyer - Elementary Education - Jean Devine (464-7235)

9) Joe Headley - J & K Auto Care - Kim Barkmier

10) Jay Hendricks - Photography - Connie Ramthun (297-8710)

11) Gary Hildreth - ASCS Office - Bob Sexton (297-7528)

12) Joe Hood - Vocational Agriculture Education - Dwight Dial

13) Carmen Jacobsen - County Auditor's Office - JoAnn Davis (297-7741)

14) Blake Johnson - Engineering - Associated Engineers - Doris Fletchall (515-576-7686)

15) Scott Kelly - Macke Motors - Gus Macke (464-3185)

16) Kathy Knapp - Junior High English Education - Cedar Valley Schools (462-3226)

17) Scott Kopecky - Engineering/Draftsman - Eldon Rossow (297-7539)

18) Bill McCarty - Social Services - Ron Walrod (297-8524)

19) Melanie Miller - Grain Elevator Clerical - Lynn Ramthun

20) Phillip Monahan - Farm Employee - Bob Minnehan (685-3760)

21) Pattie Morlan - Radio Journalism (KTLB) - Carol Donnelley (297-7586)

22) Carl Nelsen - Farm Chemical Operations - Vern Hammit (465-4995)

23) Brian Phillips - Physical Education - R. Hinkel/R. Ryan

24) Jay Pudenz - County Conservation Service - Jim Judas (297-8790)

25) Donna Riedesel - Lohrville Savings Bank - Lon Kobernusz (465-2605)

26) Ian Robertson - Small Engine Repair - Rex Buttolph (297-5050)

27) Kelli Tasler - Computer Science - ICCC - Martin Nass (515-576-7201)

APPENDIX E

Spring, 1980-81, LCEM-CE Experiences; April 13 - April 24

1) Joe Allard - Berger Auto - Allen Berger (465-4715)

2) Lisa Archer - Chiropractor Reception - Dr. Smith (465-5155)

3) Jackie Cline - Art - Eileen Blaskovich (465-6601)

4) Kris Collis - Air Electric - Jerry Hendricks (465-3905)

5) Karen Coon - Clerk of Courts - Shirley Redenius (297-8122)

6) Randy Dischler - Rockwell City West "66" - Duane Ludwig (297-8818)

7) Mark Frohling - Elevator Management - Cal Haub (297-7579)

8) LeeAnn Garrett - Carroll Manor - Sally Waren (792-9281)

9) Renee Harmeyer - Lohrville Community Schools (465-3415)
Mary Gutshall (Pre-School)
Alice Harmeyer - 3rd Grade

10) Jay Hendricks - Photography - Dr. Baskerville (465-3415)

11) Gary Hildreth - Lohrville Lumber - Lyle Gulbranson (465-2405)

12) Joe Hood - Veterinary Assistant - Dr. Mally (465-7621)

13) Carmen Jacobsen - Auditors Office - Rockwell City - JoAnn Davis (297-7741)

14) Blake Johnson - Lytton Community Schools - Dan Nurse (466-2223)
Math Teacher

15) Scott Kelly - Macke Motors - Gus Macke (464-3185)

16) Kathy Knapp - Education Home Intervention - Chris Johnson (515-386-8188)

17) Scott Kopecky - Mer Engineering - Eldon Rossow (297-7539)

18) Bill McCarty - Sac City Probationary Office - Greg Ellerbroek (662-7282)

19) Melanie Miller - Lake City Graphic - Ken Reiste (464-3188)

20) Phillip Monahan - Farm Equipment Maintenance - John Richardson (464-3155)

21) Pattie Morlan - Retail Management - Jan's - Janice Kretlow (297-7938)

22) Carl Nelsen - Farm Management - Ralph Earwood (456-4005)

23) Brian Phillips - Meat Locker - Leonard Morlan (465-2205)

24) Jay Pudenz - Farming - Joe Miller (465-6042)

25) Donna Riedesel - Lohrville Savings Bank - Lon Kobernusz (465-2605)

26) Kelli Tasler - Law Accounting - Tom Polking (515-386-3158)

APPENDIX F
LCEM-SR-Revised

Your Name _____ Date_____

Employer's Name _____

- -

PLEASE COMPLETE THE FOLLOWING QUESTIONS AS DIRECTED:

1) _____YES _____NO I enjoyed my Career Education Experience.

2) _____YES _____NO My employer was interested in me and took an interest in my work.

3) _____YES _____NO Would you consider this experience as possible full-time employment following high school graduation, or if necessary for this occupation, following additional education/training?

4) _____YES _____NO Did you miss any days of work? If so, how many? _____

5) _____YES _____NO Would you care to repeat this experience again?

6) Please explain, in some detail, your reaction to this Career Education experience and whether or not it was beneficial to you. Did the experience help you decide on a future career?

APPENDIX G

LCEM-RPR-Revised

Your Name _____ Date_____

Student's Name _____

- - - -

APPENDIX H

LCEM Final Examination - Fall Term

NAME _____

DATE _____

LCEM-OE GRADE, (.5)	_____
LCEM FINAL GR., (.5)	_____
COMBINED GRADE, (1.0)	_____

- -

DIRECTIONS: PLEASE DO NOT PROVIDE ANSWERS ON THIS PAGE. UTILIZE THE BLANK PAGES WHICH HAVE BEEN APPENDAGED TO THE COVER SHEET.

_____ESSAY, 20 POINTS "What are 'Town Builders?' Why would one author refer to a Lohrville of 50-60 years ago as a universe?"

_____ESSAY, 20 POINTS "Class discussion and textbook example cited four major effects utilized by major communication mediums which may or may not influence the logical thinking of both rural and urban people. Name these effects and briefly discuss them."

_____ESSAY, 20 POINTS "What is meant by the term 'ethnic community?' In your opinion, is Lohrville an 'ethnic' or 'Non-ethnic' community, and has this been good or bad for the town?"

_____ESSAY, 20 POINTS "What is needed to make the economy of Lohrville more affluent? Why is it important to look at the 'Gestalt' of a situation, (for example the relatively poor Lohrville economic situation), if improvement or progress is ever to be made?"

_____ESSAY, 20 POINTS "The phrase "cause and effect" was discussed in class and in our texts. If we wish to change something, does one attack the 'cause' or the 'effect?' Why? Cite one pertinent example of 'cause and effect' which should be important to both rural and urban people concerning the future of their schools."

APPENDIX I

LCEM FINAL EXAMINATION — SPRING TERM

NAME _____

DATE _____

LCEM-OE GRADE, (.5)	_____
LCEM FINAL EXAMINATION GRADE, (.5)	_____
FINAL LCEM GRADE, SPRING TERM, (1.0)	_____

DIRECTIONS: PLEASE TURN TO PAGES TWO AND THREE OF *TOWARD COMMUNITY GROWTH,* THE SECOND YEAR REPORT (GREEN BOOK). CHOOSE FIVE OF THE THIRTY POSITIVE ATTITUDES FOUND ON THESE TWO PAGES, AND PROCEED TO TELL WHY YOU NOW FEEL STRONGLY (POSITIVELY) ABOUT THESE ATTITUDES. BELOW YOU WILL FIND FIVE (5) NUMBERS. WRITE IN THE ATTITUDE YOU WILL DISCUSS NEXT TO THE NUMBER. DISCUSS YOUR REASONING IN SOME DETAIL. USE THE BACK OF THIS SHEET IF THERE ISN'T ENOUGH ROOM.

1)

2)

3)

4)

5)

APPENDIX J

THE 'PURE' EXPANSION OF MONEY THEORY
Utilized in the Lohrville Career Education Model, *Toward Community Growth: A Career Education Model for Iowa and Other Predominantly Rural States,*
"Lessons in Rural," 'Rural Finance and Rural Economy.'

Underlying the expansion of money theory are the following basic assumptions:

1) Bank reserves in your local depository must remain at 14 percent. That is, if $100,000 is loaned from the local depository, $14,000 (in cash) must remain 'unloaned.' ($14,000 is 14 percent of $100,000.) $100,000, divided by $14,000 equals 7.1429, or approximately $7.14 circulating through 'loans' and 'spending' for every dollar in 'reserve.' Ideally, and theoretically, if the dollars are 'loaned' locally, and if they are 'spent' locally for community betterment and progress, one dollar (held in reserve) generates $7+. Conversely, for every $1 deposited locally, 86 cents should be put back in circulation, and 14 cents added to the depository's cash reserve;

2) all deposits, less the 14 percent, *must be* loaned for each dollar to generate 7 plus dollars in the local community. It must also be noted that money loaned *outside* the local area by the local financial institution will subtract, in time, from the 7 plus dollars generated for each dollar in reserve. If $50,000 is loaned (and spent) locally, and if $50,000 is loaned (and spent) significantly *outside* the local community, and if $14,000 is held in cash reserve for the *total* $100,000 loaned, only $3.57 will be generated from local spending as opposed to $7.14;

3) no money should be invested or saved in a government security by either individuals or the local depository. Individuals, however, can have *passbook* savings accounts or *certificates of deposit* through the local bank. Through accrued interest this enables the individual to place additional dollars into the economy as well as generate the 7 plus dollars for more loaning and more spending locally; and

4) the final assumption is that the initial dollars loaned (i.e., $100,000) were a treasury purchase of the Federal Reserve Bank.

The following figures indicate a schematic illustration of the *Pure Expansion of Money Theory:*

$ 14,000 (in cash reserve) would indicate $100,000 loaned -
15,000 (in cash reserve) would indicate $107,143 loaned -
20,000 (in cash reserve) would indicate $142,857 loaned -
50,000 (in cash reserve) would indicate $357,143 loaned -
100,000 (in cash reserve) would indicate 714,286 loaned, or 7 plus dollars loaned for local spending/investing for every dollar in cash reserve in the local depository. Local commitment, community spirit, and the psychology of positivism govern this theory.

APPENDIX K

LOHRVILLE COMMUNITY SCHOOLS

"Where Career Education is Directed Toward Community Growth"

CERTIFICATE OF RURAL OCCUPATIONAL ACHIEVEMENT

"Home of the Fighting Blackhawks"

On June 19, 1978 the United States Department of Health, Education and Welfare awarded the Lohrville Community Schools a highly competitive, educational grant. In presenting the award, HEW commented, "This marks Lohrville as one of the nation's top rural schools in program development and career education initiative."

CERTIFICATE OF EXCELLENCE IN RURAL EDUCATION

48

This is to certify that

_____

of the Lohrville Community Schools
has satisfactorily completed an eight-week
Career Education course of occupational study in

_____ .

Presented this ____ day of_____, 19____.

_____
President, Board of Education

_____
Superintendent

57 _____
President, LEA

58

_____
Principal